CUPA JOURNAL

Volume 8 May, 1957 Number 4

Merrick Building, University of Miami

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

CUPA JOURNAL

A Publication of the
College and University Personnel Association

809 South Wright Street Champaign, Illinois

CUPA JOURNAL is published four times each year by the College and University Personnel Association. Editorial offices and office of publication: 1205 West California Street, Urbana, Illinois. Subscription rates: Free to members of the Association; $1.00 per year for libraries.

NEWS, NOTES & QUOTES

Eastern Workshop

Dr. Fred Ford, Director of Personnel, University of Pennsylvania, said of the Workshop conducted at Rutgers University on February 15: "The group was in agreement that the opportunity to go away from one's campus, even for a day, to discuss specific personnel problems and to be able to look at a local personnel situation from a distant point, were in themselves good reasons for making available these personnel workshops. Having special presentations to stimulate thinking and discussion, and receiving answers to individual problems, gives the group good reason to look forward to the second annual winter meeting of the Eastern group."

There were 37 conferees from 29 institutions, located in 8 states, Washington, D.C., and Porto Rico participating in this first Eastern regional meeting of CUPA. From the numerous enthusiastic remarks of those attending, it is apparent that this first undertaking was a success. The workshop was planned by Elwood C. Clark, Personnel Officer, Rutgers University, who served as Chairman.

Southern Organizational Meeting

L. D. Bibbee, Berea College, R. A. Day, Florida State University, C. Wallace Lott, Clemson College, R. K. Johnson, Bob Jones University, Mrs. Johnie Pate, University of Tampa, Mrs. Ruth M. McVey, University of South Carolina, Paul A Hartley, University of Miami, and Orie E. Myers, Jr., Emory University, met on March 15 for the purpose of organizing a Southern Conference of the College and University Personnel Association.

CUPA JOURNAL

Vol. 8 May, 1957 No. 4

CONTENTS

It was agreed that, for the beginning of the Conference, the official membership would consist of all members of CUPA in the Southern Region, and that those in attendance at the organizational meeting would constitute a steering committee. Within this committee, an organizational committee was appointed, including

(Continued on Page 35)

FIRST EASTERN REGIONAL CONFERENCE

At the First Eastern Regional Conference, held at Rutgers University on February 15, 1957, there were 37 conferees from 29 institutions, located in 8 states, Washington D.C., and Puerto Rico.

Shown at one of the sessions are:

Front row, left to right: Woodland (Mt. Holyoke), Burke (Morgan State College), Brubaker (New York University), Reynolds (Rutgers), Toole (College of Notre Dame of Maryland).

Second row, left to right: Hubbard (University of Bridgeport), Persinger (Rutgers), Getz (Harvard), Fogg (University of Maryland), Woodrow (Suffolk University).

Third row, left to right: Rich (Hofstra College), Miller (Goucher College), Ortiz (University of Puerto Rico), Clark (University of Rochester), Roberts (Adelphi College), Slocum (Queens College), White (Hampton Institute).

Near window, seated, left to right: Morgan (University of Maryland), Doyle (Eastern Baptist College), Broadwell (Union Theological Seminary), Sherman (University of New Hampshire).

Standing, left to right: Ford (University of Pennsylvania), Morris (Pennsylvania State), Willers (Cornell), Berth (Rutgers), Clark (Rutgers), Pettengill (Syracuse), Jenkins (University of Virginia), McLaughlin (Vassar), Kelley (Rutgers), Spengler (Princeton), Thaler (New York University), Wilson (Howard University), Wells (Princeton), Bacchetti (Rutgers).

Where Are We Going?

CLAREDON SMITH

"Wisdom is the principal thing; therefore get wisdom; Yea, with all thy getting, get understanding." (Proverbs 4:7)

Recent years have brought many changes in the operation of our campuses, and with each change, have come additional responsibilities. More often than not, these are added to the duties of some one department, but without a corresponding increase in personnel. As a result, there is a tendency for each of us to become concerned with his own problems and to lose sight of those which his colleagues are facing. Such preoccupation is, of course, inevitable; as college and university administrators, we necessarily devote much time to the routine details of our jobs. Nevertheless, we should occasionally sit down for a few quiet moments and ask ourselves these questions: "Where are we going? What are we trying to acomplish, and how well are we succeeding?

When Louis W. Norris held his first meeting with the faculty of MacMurray College after becoming its President, he talked informally of his dreams for the college under his administration. Among other things, he discussed the specific responsibilities of administration and faculty, and made it clear that both groups had one common task: that of offering students a Christian education of the highest quality. In order to be an effective teacher, a professor needs time to think and study, time to write, and time to become acquainted with his students as individuals. But although faculty members should devote their main efforts to teaching and scholarship, they should also attempt to understand the problems of administration, and then adequately express themselves in committee meetings when administrative policies are under consideration. Moreover, President Norris made it clear that he believed administrators must, in turn, assist the faculty in offering students the best instruction possible.

Dean William R. Inge defined wisdom as a "right judgment of the relative value of things;" and Samuel Johnson asserted that one of the best things a man can get as he advances in life is judgment — that is, the capacity "to estimate things at their true value". In administering our colleges, wisdom; understanding, and judgment — as well as teamwork — are necessary if we are to preserve the values of higher education as we know them today. People in general are hopelessly at the mercy of passing fads and fancies; and unless we are wise enough to select

Mr. Smith is Business Manager of MacMurray College, Jacksonville, Illinois.

the good and reject the bad, our college campuses may lose their intellectual atmosphere and become factories that turn out mere technicians, rather than the kind of persons who can provide needed leadership. Mere specialization is not enough. As Kenneth E. Boulding said recently, "One of the most challenging — and tantalizing — propositions . . . is that the success of economic institutions depends to a large extent on the nature of the whole culture in which they are imbedded, and not on the nature of these institutions in themselves".

Despite pressure from business and industry for college-trained personnel, administrators must not become panicky. It is necessary to pass on to the next generation our cultural heritage and our ideals of Christian living. To liberal education belongs the task of maintaining proper standards in a world that is changing almost too rapidly for comprehension. It remains for the administration and faculty, working together as a team with the help of trustees and others interested in our colleges, to interpret the trends of today and to use the best possible judgment in planning for the needs of future generations.

Is it unreasonable to suggest that some time each year — perhaps just before the opening of the fall term — trustees, faculty, and various representatives of the administration meet together to review past performances and to make plans for the coming year? "What are we doing? What are our standards? Are we making the best use of our faculty? of administrative staff and other staff members? of our plant facilities? Are we operating effectively as a team? Where *are* we going?" Such questions will be of great value in charting one's future course.

Sometimes it is said that there is a lack of cooperation between faculty and administration. If this is ever true, perhaps it is because we have overlooked the fact that men are, and always have been, born with different latent talents, abilities, and perhaps luck. And when they have entered the field of higher education with their talents and abilities and luck, they have found varied compensations, depending upon how favorable or unfavorable is the acceptance of what they offer or produce as individuals. As Thomas Drier says in his book, *We Human Chemicals:* "All of us are human chemicals. Some human chemicals can be mixed only with the greatest difficulty. Some explode if brought together. Some excite each other beneficially. Others are inert. Others, mixed, form potent combinations. Still others act as chemical catalysts, bringing about desired changes in others when mixed with them, without themselves being changed."

It may be said that some members of the college community are like that. Some are inert, some are excitable, some explode. But others act as catalysts; they bring desirable changes in others without themselves being changed. If it is true that faculty and administration on some occasions do not understand one another or are prone to be disdainful or suspicious, perhaps it is because they have lost sight of the fact that, since earliest recorded times, man has been variously endowed. Men are never the same, never robotistic, never average — whatever "average" is. No man is precisely

like any other; and whether his contribution to a college program is teaching the intricacies of advanced calculus, counseling a prospective student, or employing an administrative assistant, his efforts are necessary. Yes, necessary to the team.

Unless one is both teacher and administrator, it is difficult to present all the reasons for teamwork from the standpoint of both faculty and administration. In numerous articles, professors have suggested ways and means of furthering faculty-administrative cooperation. From the administrative standpoint, this question might be asked: "What are the reasons for the suggested teamwork? What should administrators — whether they are academic deans, assistants to the president, business officers, or personnel managers — keep in mind in their relationship with the faculty?"

Administrative officers should be expected to regard teaching personnel as individual personalities, to have some knowledge and much appreciation of what the latter are doing, to be aware of the importance of proper communication between administration and faculty, and to be constantly cognizant of the importance of cooperation in all matters pertaining to the function of the college. In its relationship with faculty, the administration should be ready to do everything possible to inspire confidence. Progressive administrators will develop policies and procedures that insure solidarity between faculty and administration. Above all, through friendliness and sympathetic cooperation, they should make it clear that the administration respects its faculty. Such attitudes will not permit the thoughtless uttering of unfavorable comments regarding the work of faculty members or, for that matter, other administrative officers. If we are doing a good job in our own areas, is there time for destructive criticism? And even if there is time, are we ever well enough acquainted with all given situations to become our colleagues' critic? It should follow, then, that patience is developed which will assure the faculty of a fair hearing for all problems, together with the assurance of an earnest effort to provide answers.

Patience leads us to the matter of maturity. The richness or poverty of our individual efforts depends upon mature thinking. The mature person will reveal skill in handling the details of his work in such a way as to produce the greatest possible achievements with the least amount of stress or disharmony. But these things are meaningless without effective communication. Like all true learning, communication is a two-way process with a shared participation and a joint involvement in some type of problem-solving or mind-changing situation. College administrators must accept as true the fact that faculty members are naturally a cooperative, creative, and communicative group.

If an admisistration becomes so engrossed in its responsibilities as to fail to keep its faculty informed, it cannot succeed. There are known instances where helpful or promising plans for the future of an institution were resisted so vigorously by its faculty that those plans were eventually abandoned, although they might have been accepted by the faculty, and probably would have been accepted, had there been proper communication

from the very beginning of the planning, with some faculty representation included.

Many things can, and should be, discussed with the administration in faculty meetings. But in such meetings, all participants should be educated to appreciate the importance of keeping internal problems within the college. The residents of the community, and even our families, are interested in what a college is doing; but that information should not come to them prematurely — not until all plans have been worked out carefully.

If proper communication exists between administration and faculty, then the latter is not likely to think that the administration is uninterested in them. As Professor Frederick Marcham has said in a recent article, "The professor may think the university is being run by men who are not interested in education, and who do not properly appreciate his abilities and devotion. The vice-president may think he is being snubbed or treated with indifference by the professor because he is merely a businessman." Therefore, administration must work at gaining the confidence of a faculty through effective communication. Indeed, if administrators find it necessary, they should be willing to do even more than their part in striving for the necessary understanding between the two groups.

If normal communication channels can be kept open, it is reasonable to expect that those rumors which so often cause misunderstanding can be for the most part eliminated. But if rumors are present, it is best to present fact on fact about the topic, rather than try to disprove the logic of the rumor. It does little good to ask, "What anxiety or attitude does this rumor reflect?" Instead, an attempt should be made to relieve the tension by correcting the situation which caused it.

One of the essential qualities of communication to be developed in administration is the proper use of "yes" and "no," especially the time and place to use them. Of the two words, "no" is the shorter and easier to voice. Although "no" is often the right answer, it should be used graciously, though firmly, always accompained by a clear and simple explanation.

In addition, it is important to know when and how to say "yes," and at the same time, not be afraid to say it. It is necessary to listen, to be open-minded, and to recognize what is important, as well as to know how to interpret college policies. Administrators must, above all, have the courage to trust their judgment when it becomes necessary to make a decision.

College administrators are expected not only to ask questions, but also to listen to the answers before making a decision. Nothing can be taken for granted, and it is necessary to use all facilities in bringing facts to light if those facts are important in arriving at a decision. Once all the facts are known, the decision should be made promptly; and if the decision is "yes," it should be a decision for action.

Finally, we come to the matter of cooperation. The process of working together is not hard to understand when we watch two men on a crosscut saw, observe a basketball team that gets one man open for an easy layup, or follow the forcing of an opposing team into a double play that results in winning the fourth big game

in a World Series. Nor is it hard to understand when faculty and administration together are doing a good job educationally. The ability to work with others — to cooperate — pays the biggest dividends in the world, makes work pleasant and easier, and brings more work well done.

In striving for cooperation, we often want to become new persons. But the old one remains to trouble us. It is not easy to shed years of habit or to cease doing things in the wrong way. Fixed habits can't be quickly thrown away, but as individuals we can conscientiously and sincerely strive to improve faculty-administration relationships in the execution of our educational programs.

Alec Waugh has said that the most inspiring words he ever read were written by his father: "High failure towering o'er low success, that is to say, failure in pursuit of some high goal is more desired than success in small endeavors." Said Waugh, "Too often we are tempted by the effortless and easy thing. At such moments we should raise our sights, think big, attempt something difficult, even if it is not possible to accomplish it."

Let us think big in the dreams of administration and faculty for our colleges, particularly at this time when we face a great increase in enrollment. As our economy grows and its products and services become ever more complex and diversified, it requires increasing numbers of persons trained, both technically and culturally. A constantly rising level of technical skill, managerial ability, and general knowledge is essential if growth is to continue. We dare not turn away from our dreams because of possible failures and tribulations. Rather, as administrators and teachers, let us demand more of ourselves than we can deliver. But, let us do so by working together and by knowing where we are going. If we do, we'll have more fun along the way — and perhaps get there sooner than we had expected!

Job Evaluation At The University of Florida

WILLIAM D. POORE

In any sound program of salary administration, there are two fundamental considerations: (1) adoption of a fair wage level, and (2) establishment of correct differentials for all jobs within the institution or plant. While the laws of supply and demand still influence the rates paid for certain classes of work, a more systematic approach in the determination of rates is required.

The University of Florida, like many other universities prior to the creation of a personnel office, had established job titles and salary rates largely upon the recommendation of the various department heads. Little or no consideration was given to existing titles in use in departments on the campus, since few written job specifications were available for review by department heads and supervisors. As a result, considerable overlap in titles and variation in rates of pay for similar jobs developed. Attempts had been made to relate salary scales with rates paid in the locality; but adequate evaluation had not been made of certain positions unique to the University. Some method was needed to evaluate job levels and to establish equitable salary rates for every position.

In 1948 the University established a Personnel Office. Attention was immediately focused on a classification program for the clerical positions, and each job was studied, classified, and appropriate salary ranges established. Supervisors around the campus hailed this new approach as a real step forward. This job, however, when compared to the task that remained of classifying and establishing appropriate salary ranges for non-clerical positions, was a minor accomplishment. The President of the University established a Classification Committee composed of faculty and administrative officers on the campus to work with the Personnel Office in arriving at some equitable solution to problems which confronted us at that time. Studies were immediately begun to determine what kind of an approach might be used in evaluating the skill, effort, responsibility, and working conditions required for these positions, and to translate this information into meaningful salary rates.

After careful consideration of the various plans which had been used by others, Mr. Burt Ames, Mr. Ray Marks, and Mr. C. Wallace Lott recommended to the Classification Committee that one

---

Mr. Poore is Assistant Director of Employee Personnel Services at the University of Florida.

of the most widely used job evaluation systems be modified for our use. This system was the Kress Point Rating System. The plan was developed by L. B. Michael and L. V. Fisher, of the Western Electric Company, and adapted about 1935 by A. L. Kress.[1] This plan became the official rating plan of the National Electrical Manufacturers Association and was further developed by the National Metal Trades Association. In addition to the fact that it had been widely used with considerable success, we adopted this plan because (1) it contained eleven characteristics for rating which seemed appropriate for most of the positions on our campus; and (2) it appeared to be a rather simple system to administer once the definitions were agreed upon. (Our point rating scale is given on pp. 9-12.) Experience has led us to believe that a different approach should be used in evaluating our high level supervisory positions in order that more attention might be given to supervisory functions, planning, etc.

Our next job was one of selling the supervisors on the value of, and our need for, such a program. Conferences were held with the department heads and supervisors. The system to be used was fully explained, and the immediate supervisors were informed that the first major job was to secure accurate job descriptions. In each case these descriptions were secured by a job analyst contacting the worker and preparing a position description for the supervisor's approval.

1. Lytle, Charles W., Job Evaluation Methods, Second Edition, New York: Ronald Press Co., 1954, p. 50.

In order to expedite this work, we have used students enrolled in job evaluation courses offered by Industrial Engineering. The instructors of these courses have been anxious to cooperate in this program and to work with this office in arranging an appropriate training program. Students have usually been assigned to work on each position in pairs, and we have been very satisfied with the results received thus far. Most of these students have appreciated the opportunity of getting some actual experience, and we have extended to them, wherever possible, the invitation to meet with our Evaluation Committee as actual ratings are undertaken.

Following the completion of the job description, each job was rated and assigned points for each of the eleven factors by a sub-committee of the Classification Committee with the assistance of the supervisor. Dr. William Fox, from Business Administration, and Professor Donald Wilcox, from Industrial Engineering, served on the Job Evaluation Sub-Committee, along with representatives from the Personnel Office. To date, 83 classes have been evaluated by this group. One difficulty frequently encountered was making it clear in each situation that we were rating the job to be done —not the qualifications or personal characteristics of the individual performing the job.

Since research has shown that the market tends to price key jobs (jobs which are plentiful and relatively standardized in an area, with an adequate supply of applicants in terms of job demands) we have a basis for checking upon the adequacy of a particular job evaluation system by determining the extent to which it

gives the same proportional values to key jobs as the market. Wage studies were therefore conducted throughout this locality. A special attempt was made to identify as many positions as possible which were comparable to positions on our campus. This proved to be rather difficult, and in one survey covering numerous jobs, only eleven jobs were located that were, in our opinion, comparable to positions on our campus which had been evaluated by the point system. At a large Air Force installation we found 17 jobs that were comparable to positions on our campus.

A correlation coefficient of .87 was found for the relationship between our point values and the rates for the eleven key jobs located in a metropolitan area, and a correlation of .96 was found to exist between our point values and the rates for the 17 key jobs located at the Air Force installation. In addition, we have found support for the validity of this system in other wage studies which have been completed.

Once the validity of this system had been established, we proceeded to establish our labor grades. The regression line for the wage study conducted in a nearby metropolitan area became the basis of our wage curve. The statistical procedure for calculating the straight-line relationship between point values and wage data is done by the method of least squares which is clearly stated by Lytle in his book, *Job Evaluation Methods*. Since our point spread was 600 points, we established 20 salary grades. Each grade has a 30-point range and a minimum pay rate equal to 9% less than the mid-grade regression line value. For grades 1-7 the maximum pay rate is equal to 20% of the minimum, grades 8-14 have a maximum rate 25% above the minimum, and grades above 14 receive a maximum salary of 30% above the minimum. These ranges have been provided to make possible merit increases, whereby the individual differences in performance on a job may appropriately influence pay rates. A larger percentage spread was provided for the higher level jobs to adjust for the greater latitude in performance they permit.

Our work with this system is far from completed, but we believe that the results so far will provide an improved program of wage and salary administration on our campus. Our study indicated the need for a systematic approach to wage and salary administration by pointing out the lack of relationship between what our jobs are worth, as measured by the point system, and what they are currently paid. It should also be pointed out that this system can serve only as a *guide* for certain classifications. Due to a shortage of qualified applicants, market rates for comparable positions may increase requiring certain adjustments in our salary structures. The laws of supply and demand must, of necessity, always be considered in establishing area rates. Where higher rates are required, however, they can be immediately flagged and corrected, and when the situation will permit, as new employees are added. At least, we will be able to recognize and justify these areas if grievances are received.

We are making further statistical studies of the value of each factor to our rating device to determine if any shortcuts can be found without destroying the

validity of the system. Plans are also under way to experiment with a point system in the evaluation of our clerical positions.

JOB EVALUATION POINT-RATING SCALE
University of Florida

FACTORS		POINT RATING
SKILL		
Education	Four years college	140
	Algebraic and trigonometric applications. Technical reports equivalent to two years college or Graduate Technical Institute.	120
	Advanced shop math. Develop formulas. Make or read fairly complicated drawings. Assist on technical reports. Equivalent to high school graduate.	112
	Write simple reports. Make or read simple reports. Handle fractions, simple graphs and formulas. Equivalent to 2 years high school.	84
	Read and write readily. Handle simple arithmetic. Equivalent to grade school graduate.	56
	Minimum ability to read and write, add and subtract simple numbers.	28
	No education required.	0
Experience	4 years or more	220
	2 to 4 years	176
	1 to 2 years	132
	3 months to 1 year	88
	1 week to 3 months	22
	Less than 1 week	0
Initiative	Requires outstanding ability to work to achieve successful results on complex jobs.	140
	Requires superior ability to work to achieve successful results on jobs which are somewhat complex.	112
	Requires the ability to plan and perform a sequence of operations where recognized operation methods are available.	84
	Requires the ability to work from detailed instructions and the making of minor decisions.	56

	Requires little or no initiative because employee is expected to follow simple instructions.	28
Effort		
Physical Demand	Continuous heavy physical effort, to intermittent, with severe strain.	100
	Considerable physical effort or continuous strain of difficult work position.	80
	Continuous physical activity but with light or average weight materials.	60
	Light physical effort with light weight materials. In servicing machines, handling time requires only part of cycle time.	40
	Very light work requiring little physical effort.	20
Mental or Visual Demand	Highly concentrated mental or visual attention on very complex jobs.	50
	Must concentrate mental or visual attention closely on complex jobs or manual dexterity with close visual attention for sustained periods.	40
	Continuous mental or visual attention on repetitive work requiring constant alertness.	30
	Frequent mental or visual attention. Intermittent work flow. Machine needs little attention.	20
	Little mental and only intermittent visual attention. Operation practically automatic requiring attention only at long intervals.	10
Responsibility		
Equipment or Process	Probable loss by employee very high (to $2000)	50
	Probable loss by employee high (to $500)	40
	Probable loss by employee limited (to $250)	30
	Probable loss by employee low (to $100)	20
	Probable loss or damage negligible ($10.00 or less)	10

Material or Product	Probable loss by employee very high (to $2000)	50
	Probable loss by employee high (to $500)	40
	Probable loss by employee limited (to $250)	30
	Probable loss by employee low (to $100)	20
	Probable loss or damage slight ($10.00 or less)	10
Safety of Others	Heavy obligation for health and safety of many others.	50
	Heavy obligation for health and safety of few others.	40
	Safety precautions necessary to prevent accidents to others.	30
	Not much chance for injury to another; injury if occurring, minor in nature.	20
	Little responsibility for safety of others.	10
Work of Others	Act as a group leader over 8 to 15 employees in addition to own duties.	50
	Act as a group leader over 6 to 10 employees in addition to own duties.	40
	Responsible for follow-up, assignment, checking work of 3 to 6 other employees.	30
	Responsible for instructing new or inexperienced employees in own work or other functions as may be specified. May also be required to follow-up or check work of 1 or 2 others.	20
	No responsibility, except to pass on to others information gained through experience on the job.	

JOB CONDITIONS

Working Conditions	Continuous exposure to extremely disagreeable elements. Very dirty, hot or uncomfortable.	100
	Continuous exposure to several disagreeable elements.	80

	Somewhat disagreeable due to frequent exposure to dust, dirt, fumes, wet, etc.	60
	Good. Slightly dirty or occasional exposure to dust, dirt, heat, fumes, noise, vibration, wet.	40
	Approaching ideal conditions. Nice clean shop.	20
Unavoidable Hazards	Dangerous work. Exposure to serious accidents or occupational disease.	50
	Somewhat dangerous work. Considerable exposure to lost time accidents or occupational disease.	40
	Reasonably safe, but some exposure to lost time accidents or occupational disease.	30
	Safe. Accidents improbable.	20
	Accident or health hazards negligible.	10

Cutting Paper Work In The Personnel Office

CHARLES T. CLARK

Every personnel officer needs to stop once in a while and take a look at his paper operations. The simplest kind of work simplification project can pay dividends. Not only will it make everyone's work easier and cut unnecessary paper routines, but it also may reveal hidden organizational problems.

A large part of the day of any personnel officer is consumed in the arduous task of pushing paper from one side of his desk to another. Even when he takes a vacation, he may find it diffiuclt to relax because of the thought of the mountain of forms and other paper that confronts him when he returns to the office.

The very nature of most personnel programs calls for paper. There are applications, tests, merit rating systems, insurance programs, job specifications, and many forms (in multiple copies) necessary to put new employees on the payroll, take care of necessary changes of status, handle resignations, and keep necessary records.

High turnover means high volume of paper work — and the normal turnover in a college or university very often greatly exceeds that found in industry. The employment of students, the multiplicity of temporary research jobs resulting from contracts and private grants, and the hiring of student wives for many clerical jobs — all these account for a high turnover in the working force and a corresponding great amount of paper work for the personnel office.

To further complicate this situation, statistics show that the average personnel office in a college or university is understaffed when compared with the staff normally provided the personnel office in business or industry. The most recent statistics gathered in the 1953-54 edition of *Employee Personnel Practices in Colleges and Universities* showed that the average of schools reporting had 213 full-time employees per personnel staff member. The most recent figures published by Professor Dale Yoder of the University of Minnesota in the July, 1956 issue of *Personnel* show that industry, as a whole, provides one personnel staff member for every 132 employees served by the personnel office.

The combination of voluminous paper work and the shortage of staff members to handle this work invariably leads to a sacrifice on the altar of red tape of many of the more constructive jobs that should be done by the personnel office. Really significant progress

---

Dr. Clark is Director of Classified Personnel at the University of Texas and a valued contributor to our Journal.

in the development of an effective personnel program can only be made by the personnel director who can find ways and means of cutting paper work to a minimum.

Experience at The University of Texas

The Classified Personnel Office at The University of Texas faced this problem from the very beginning of its existence. The office was organized in September, 1948, and at that time four separate filing systems were developed to keep a record of classified employees. These were:

1. A 5x8-inch *employee roster card* carrying pertinent information concerning the appointment status of each employee. These cards were filed by department and by job classification within the department.
2. A 3x5-inch *employee name card* giving the employee's name, classification, and department. These cards provided an alphabetical list of all employees and were consulted to determine the employee's department before referring to the roster cards.
3. A personnel folder for each employee filed alphabetically and containing pertinent papers concerning the employee's qualifications and his record of employment.
4. An itemized, posted budget for each department to provide position control and to be used as a guide in editing departmental budget recommendations for each new year.

To give an idea of how a normal personnel transaction was carried out, let us follow the steps that were necessary to change the hours of work for a single employee. These same steps were followed for an appointment, salary change, resignation, or almost any other transaction.

1. The personnel action form reached the Personnel Office where it was stamped.
2. A clerk pulled the employee name card, employee roster card, and the personnel folder, clipping them together. (In the case of a new employee he had to make these records.)
3. Another employee checked the form for accuracy and conformity to university policy and posted the change on the roster card and in the departmental budget.
4. The Personnel Director approved the form.
5. A clerk distributed copies of the approved form to the Auditor, Dean, and the Department and placed the original in the employee's personnel folder.
6. A file clerk returned the three records to their respective files.

In addition to these four-mentioned records, there were the usual reports of vacation and sick leave, files of job specifications, and several other records normally found in a personnel office.

After the first full year of operation, it was found that at least half of the time of the staff of the personnel office was spent in routine record keeping. As explained in the previous example, a single personnel transaction involved searching for, and pulling, three separate personnel records. These records were brought together in one place for checking and posting, and later required three separate filing operations. Other record-keeping systems were equally complicated.

A program of work simplification was an obvious necessity, but the question was, "how to

start?". We found three publications issued by the Federal Government which put us on the right track. They were:

1. "Supervisor's Guide to the Work Distribution Chart"*

2. "Supervisor's Guide to the Process Chart"*

3. "Supervisor's Guide to the Work Count"*

These three booklets, costing only ten cents each, provided us with a testing program for improving our methods of doing work — finding a "better way" — or doing a better job with less effort and in less time.

The work distribution chart, when completed, was a picture of all the activities of our office at that time and showed the contribution made by each employee to each activity.

The process chart went one step further and showed the data in the work distribution chart and laid out in clear concise steps the work of the office. With this chart, it was possible to analyze our paper work, detail by detail, in order to find ways of simplifying procedures, smoothing out the rough spots, and getting rid of bottlenecks. The third step, the work count, provided a method for showing how much was done and how to scehdule the work of each member of the department.

Our first study of personnel records showed that we could eliminate the 3x5-inch employee name card by filing the employee roster card alphabetically. Our posted budget still gave us the names of employees by departments when this was needed. This change meant one less file and a considerable saving of time. A system of code numbers and official abbreviations also cut record keeping time.

Almost two years later, when we repeated our work simplification program, we found several things which had been overlooked the first time. We found that we could eliminate the file of employee roster cards by printing on the inside of the personnel folder the information contained on the roster card. This meant that when a personnel change was to be posted, only one personnel record needed to be pulled rather than two. After the processing had been performed, there was only one record to file. All information concerning an employee was in one place; it was easier to answer questions about an employee, and the new procedure simplified editing budget requests.

Before putting the new procedure into effect, time studies were made of a sample group of personnel transactions and the average times of three clerical employees were compared. The study indicated that the new procedure would save approximately one full month of clerical time for one full-time employee per year; and after the system had been in operation for some time, other savings, not originally anticipated, became apparent.

The same techniques which we used in simplifying the handling of paper work on personnel transactions have been appied to other clerical jobs. The results in many instances have been astonishing. It seems to be so easy to build up complicated files and routines that become so ingrained that we are not even conscious of what we do or why we do it.

Every supervisor needs to stop every once in a while to ask himself these questions:

*For Sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

1. *What* is being done?
2. *Why* is this step necessary? Can we get along without it?
3. *Where* should this step be done? Is it in the right sequence?
4. *When* should this step be done?
5. *Who* should do this job? Should it be done by someone else?
6. *How* is the job being done? Can we make it easier?

It used to take the time of one full-time employee in our office to keep records of vacation and sick leave taken by employees. A re-study of this operation led to changes in the procedure and the elimination of some unnecessary operations. These records are now kept more efficiently by a part-time employee who still has time to do other things too.

The simplest kind of work simplification projects can pay dividends. Not only will it make everyone's work easier and cut unnecessary paper routines, but it also may reveal hidden organizational problems, and the finished charts can help in training new employees.

Your employees will like the idea; and the more they participate in the project, the greater will be the savings to the office, and the greater will be the improvement in office morale that comes from this kind of participation.

University Of Colorado Emphasizes Secretarial Training

HAROLD A. THOMSON

Of all the major problems faced by personnel administrators, perhaps none is more important than that of staff training. The stressing of the individual's increasing worth to an organization or institution through general or specific education and supervision is a never-ending process requiring continuous emphasis.

Good recruitment is fine, adequate benefits are appropriate, fair compensation is essential, good working conditions and rules are expected, provisions for employees to express opinions are in order, a competent personnel department is a must — and so on down the list of accepted personnel practices and principles. However, all these factors will become of minimum effectiveness if the training factor is not seriously considered. In our way of life we recognize the growth and worth of the individual; therefore, helping an employee to improve his talents in order to become more useful, is paramount. The result of this motive is the universal search for new ideas, new programs, and new approaches to staff training, in all its diverse aspects.

In this brief article it is my purpose to describe two ideas we have tried at the University of Colorado for helping a particular group — the secretarial and office group — to improve its collective usefulness. If there is any departmental person who is informally charged, and by practice expected, to "know everything about the campus," it is the secretary; she is the key person, depended upon by faculty and staff alike. We have felt very strongly, therefore, that one of the best and quickest ways to improve the effectiveness of any department or office is to bolster and improve the secretary's work to make her more usable and efficient. Her increasing worth and usability penetrates more rapidly into the over-all functions of a department than perhaps that of any other person. The first idea is a one-time-series program, while the second idea is a continuing, year-after-year project.

The first idea concerns a series of four workshop sessions which we held for all secretaries during the month of November. They were scheduled for the last hour of the day, 4:00 to 5:00 p.m., on four consecutive Tuesday afternoons; all sessions therefore involved University work time. Complete announcements of the

Mr. Thomson is a member of the Department of Personnel, University of Colorado.

series were sent to all secretaries and department heads a week in advance in order for all concerned to have common knowledge of the project. A convenient lecture room, centrally located, was used for all four sessions. University staff and faculty members were used for leaders throughout the series.

In brief, the four sessions followed this pattern:

First Session: "The Role of the Secretary in Counseling"

Resumé of remarks: The secretary has a real place in counseling. Do secretaries actually counsel? Where does dispensing information end and counseling begin? What are some of the kinds of problems to be met? What are the types of callers to be expected — the "obnoxious type," the "meek type," the "belligerent type," the "nervous type," the "average or normal type," and the like? How does one handle the various types of office visitors from a counseling viewpoint? Some special qualifications, such as understanding psychological types, extra helpfulness and courteousness, are needed for secretarial work in the counseling field.

The speaker was one of the professional counselors from the University's Counseling Department, a mature man, experienced in industrial, school, and institutional personnel problems, a good psychologist. He talked in specific, realistic terms, with many examples noted.

Second Session: "Human and Public Relations"

Resumé of Remarks: The role of the school or institutional secretary in a new era of human relationships which require an increased awareness of the problems of the community and the schools at large. Wider horizons of work demand more efforts; perspectives are broader which increase the need for knowledges of many other functions. Some mention was made of the results of a recent survey of state educational administrators along the lines of what important characteristics they look for in school secretaries.

The speaker was one of the educational administrators of the University Extension Division, a man directing the adult education program around the state, a man constantly in public contact work.

Third Session: "Time and Motion Study"

Resumé of program: Principally, the program consisted of a number of demonstrations of mechanical techniques and tricks of the trade in saving time and energy in office work. There were many hints expressed on how to improve one's skills and dexterity.

The speaker was a mature and experienced professor of commercial science from the University's School of Business. She used a half-dozen of her senior girls to portray the "right" and the "wrong" methods of doing numerous kinds of typing and office tasks.

Fourth Session: "Specialized Standards"
(A Panel Discussion)

The theme of this final session revolved around some of the unique features which distinguish secretarial work from all other types of office work. Each panel member talked briefly on one of the following areas:

1. It is generally accepted that personal characteristics are more

important than mechanical skills. The skills are taken for granted in most instances, but in secretarial work there is additional heavy emphasis on personal attributes such as character, intelligence, tact, interest, good memory, appearance, charm, and similar qualities.

2. The secretary acquires knowledge of her work which she takes with her if she leaves. These are knowledges of policies, key people, and procedures; of "inside tracks" to follow or to shun, and why; of the bosses' foibles and friends; of materials and sources and from whom to get what; etc. To gain these knowledges a secretary must have a basic capacity to improve on the job, to absorb more and more information. All this means intensive, expensive training for a successor.

3. The secretary works closely with administrators (the "big shots"). She is "in-the-know" on all important matters; she knows important decisions prior to the distribution of announcements to fellow workers. She has to be a diplomat between employees who want to know more than is expedient, and between administrators who know varying degrees of information on important matters.

4. The "intangibles" of secretarial work. In this area emphasis was made on the ability to anticipate needs; the knack of identifying with the boss and the organization; how to subordinate personal problems to the work; the capacity to admit mistakes and to be loyal; how to adapt to knowing who should see the boss and who should be served otherwise without hurting public relations; the necessity of being cognizant of civic and community affairs and events.

The four panel speakers were: (1) the Dean of Women; (2) the Director of the Memorial Center (Student Union); (3) the Director of Admissions; and (4) the Director of Men's Residence Halls. All four persons were experienced in administrative office work and in selecting and supervising office personnel. Illustrations from their collective experiences were many. During the final discussion period some pertinent remarks were made from the floor, by request of a panel member, relative to good and bad traits found in supervisors as observed by secretaries.

Attendance was approximately seventy-five for each session. The group fortunately was found to be cross-sectional from most campus offices. Informal question periods followed the speaker's remarks at the close of each meeting. Interest remained high; many secretaries expressed specific comments of appreciation for the help gained in the four workshops. Many of those present were observed to be taking notes. It is believed that the workshop series accomplished its purpose, was well received, and will probably be repeated — with variations, of course — in future years. Based on its acceptance and productive results on the Colorado campus, it is recommended in principle for other similar institutions.

The second idea concerns a continuing project of conducting quarterly luncheon conferences for the secretarial groups.

Three times a year — in October, January, and April — a noon luncheon conference is held for all interested secretarial and office workers. The time is set for 11:30 a.m. to 1:00 p.m., which

involves a fair proportion of both University and personal time. The luncheons are held in a large dining room in the Memorial Center (Student Union), and the meal is a buffet style affair, always at a cost of $1.00. Attendance has been about 120 women for the last year or two, which is a gratifying figure, and represents individuals from nearly every office and department on the campus.

The luncheon conferences serve a dual purpose. First of all they provide opportunities for secretaries to become better acquainted with those persons in other offices whom they seldom see but with whom they do frequent business; and second, they provide the Personnel Department with a regular opportunity to distribute or talk about new informational materials, procedures, policies, or administrative matters. These two purposes are woven into varying programs of speakers, travel talks, training films, informal discussions, departmental announcements from the floor, and other ideas.

Preparatory to most meetings, the Personnel Department has asked the assistance of an impromptu committee of secretaries in formulating program agendas, menu, and arrangements. Over a period of several years the programs have included the following: Eight or ten short talks by individual secretaries about the work of their respective departments; feature talks by two secretaries who gave slide-illustrated travelogs on trips to Europe; a talk by the city manager about some unique features of the local community and some of its problems; several different training films on telephone courtesy and office procedures (secured from the local telephone office), university feature films depicting certain aspects of student life and research on the campus; a talk by a visiting woman lecturer from Pakistan on the present role and position of women in her country; a joint travel talk by a professor and his wife who had just returned from a year's teaching in South Africa; a talk by a visiting sociologist from England who spoke about the family as a social and economic factor in England; several different talks by special University administrators about certain functions of University work unfamiliar to most secretaries; and the like. At most sessions a special musical number was provided by College of Music students.

Several seating schemes have been tried over the years: prearranged place-cards for all, with deliberate attempts to break up departmental "cliques"; by table groups determined by colored tabs given at the door with sequence of colors rotated, again a modified scheme for breaking up consecutive persons in line; no plan, which allows the individual to sit where she chooses; etc. We are currently trying a scheme of door prizes chosen by the drawing of a lucky number, the prize usually being a refund of the dollar meal charge. On some occasions we have tried having all persons wear identification cards. At each luncheon definite introductions are made of those persons new since the prior meeting.

There have been several occasional guests — a friend or relative, perhaps, and even secretaries from off-campus businesses.

Have these luncheon conferences been successful? In our opinion, very much so. Certainly our

secretarial groups are better acquainted than they would be otherwise; good fellowship has been stimulated, and new acquaintances cultivated. Better understanding of the work of other departments and functions is apparent. The group has become better informed on many university matters.

Of course, since the sessions are held in part outside of work time, the University should not, and does not, attempt to make every session fully one of training time. Therefore, the talks on travel, and social conditions in other countries, have contributed cultural and entertainment values.

The luncheon conferences have become a rather standard, anticipated event by many secretaries. The question is voiced frequently as personnel administrators visit various campus offices, "When is the next luncheon?"

Again, based on our very successful use of this training idea to improve the general effectiveness of the campus secretarial groups, it is strongly recommended for other universities.

Employee Morale—Purchased or Earned?

RICHARD C. DEBUS

If managements would interpret the employees' needs and desires as they do their own, and would act accordingly, there would be no need to discuss morale — it would be justly earned.

In our present age of large and growing organizations, labor shortages, urbanization of population, increasing living costs and labor organizations, we hear much discussion of employee morale and what to do about it. Unfortunately most of the writing on the subject has tended to advise the "purchase" of morale through more and more benefits. Before we go any further down the road of least resistance and higher cost, it is necessary for us to consider employee morale in light of what it is. You will agree after such an examination that there are more important things than money, or what money will buy, and you will find clues as to what may be done to increase and improve morale.

What is employee morale? Simply, it is the happy identification of the individual with his place of employment. This satisfied feeling results in steady production, low absenteeism, small turnover, pride in work, and the very important potential employee referrals. The employee with high morale looks forward to his day's work and takes pride in saying, "I work for X company."

Mr. Debus is Assistant Business Manager and Director of Staff Personnel, The University of Omaha.

In days gone by and now longed for — "the good old days" — there was not much talk about morale. It was a fact that the smaller "shops" had high morale. This was so because the "boss" knew each employee by name, knew his family, his troubles and joys, and took time each day to say good-morning and a word of personal interest and praise.

As business grew from the two- and three-man shops and began employing more people, the "boss" was too busy to take a personal interest in those who worked for him. Absentee ownership became a reality in more and more businesses. Managers, supervisors, and foremen were chosen for their technical knowledge and production skill rather than for their ability to handle people. Where the employee had used the word "boss" as a term of respect and liking, it now became a term of antagonism. The employee's loss of the personal touch caused him to feel abused, unwanted, unappreciated, and resulted in insecurity. These feelings prompted him to look for the lost sense of security in his fellow employees and finally in organization.

Organization led to demands for security that could be counted. The call for sick leave plans, pensions, life insurance, and

guarantees of all sorts was substituted for the lost "knowing" that if he got sick or when he retired he would be taken care of by the "boss".

Employers met this new situation as a direct challange to their authority. Little thought was given to what had caused this new phenomenon; rather, there was a cry — "I haven't changed; what is the matter with these people? If they don't like it, they should quit." The demands of labor, through their organizations, were met head-on, and much discontent was engendered even though more financial security was given.

Through the years, more and more has been asked, and more and more has been grudgingly given. Instead of improving the situation, however, this caused lower morale. It should have become apparent that financial benefits were not a "cure-all". The more the employer gave the unhappier he became, and the more production conscious he had to become to meet the increased costs. This brought about increased attention to time and motion studies, short cuts, automation, and the like. In turn, came demands for more "security". We had definitely entered a vicious circle from which there appeared to be no escape.

In looking at this unhealthy state of affairs some managements and labor unions began an analysis of the "bull they had by the horns". What had started this? Why did it not get results? Slowly an awareness has begun to grow that money alone is not the answer. People have a need to be wanted. Of course, wages and benefits are important, but they are not all-important.

Many managements and labor unions still do not recognize that there are more important things. An example of this "slow-to-change-attitude" was reported in the February, 1957 issue of *Office Executive*. The lead article cites a study of the employees of the Prudential Life Insurance Co. of America. The study was to determine how the employees, themselves, rated the importance of the rewards of working and was conducted by the Psychology Department of the University of Michigan. Before the study began, the executives of the company forecast that salary would be first and security second. To see how wrong they were, look at the following results.

1. Credit for work well done
2. Interesting work
3. Personally accepted supervisors
4. Variety
5. Freedom
6. Good hours
7. Satisfactory earnings
8. Security

These findings are by no means unique and are verified by many morale studies made by companies all over the country. Recognition rates first, while money is relegated to a lesser importance. Howard Coughlin, President of the Office Employees International Union, says in the February, 1956 issue of *Office Executive* that, "the growth of our union has continued unabated for many reasons other than those of a purely economic nature." The average worker "looks for respect, a pat on the back, and appreciation of the job he is performing. He looks for recognition."

If we look closely at the difference between "the good old days" and now, we find that most problems of morale are caused by the loss of the personal touch; the

unintentional unfairness due to a lack of knowledge of the employees; the feeling by management that the worker only wants more money for less work; and the feeling by the employee that management's only interest is to get more work for less money.

We have forgotten that each employee is an individual. When we hire a worker we get a human being who will bring to his work the stresses, strains, needs, and wants of his off-duty hours. We must, therefore, be in a position to supply the easing of these outside influences if we are to have satisfied employees.

Money? Yes, we must provide each worker with enough in wages to buy those things he and his family need to lead a comfortable life. We must also provide enough benefits in the form of social insurance to enable the worker to know that if something happens to him his family will have proper care. We recognize that if we, as employers, do not do this, the government probably will.

In addition, the worker must know that he is doing a good job and that his employer thinks he is important as a person. B. W. Elson, Director of Employee Services, The Boston Store, writes in the February, 1957 issue of *The Office:* "Show interest in, and an appreciation of, your employees. Take steps to get on warmer relations with the people on your staff. . . . take a few minutes now and then to chat with them informally about their hobbies, family news, or other non-business topics. Keep a sharp eye on your employees' workload. Things like this will pay dividends in loyalty and accomplishment. Shoot square — back them up — recognize and commend a job well done — be considerate and friendly."

Naturally top management is too busy to take the time necessary to follow such a program of close personal contact. We must, therefore, select our junior executives, supervisors, and foremen for more than their technical "know-how" and production skill. These representatives of management must know people and how to deal with them. It is not expected that management will be made up of a group of psychologists. What is important is an awareness of people and their needs and personalities. The best way to illustrate what is meant is to quote an analogy used by Thomas Lawrence, Kansas City Management Consultant. Mr. Lawrence says that in these days of pressure and increased demands upon management, members of the management team must be aware of their employees and always remember the "bank". "Keep enough good things on deposit with your employees and you can rant and rave and be as strict as you feel necessary. You wouldn't overdraw at the bank — give your employees the same respect."

High morale among our employees cannot be "purchased". The ever-increasing benefits have not brought the happy identification for which we look. Must we not then "earn" this morale? A happy employee, the goal of all personnel policies and practices, is a satisfied individual. Managements must recognize that they have a group of individuals working for them and that each one has needs, wants, and dignity. It may be "old hat" to mention the "golden rule," but serious thought should be given to "do to all men, as I would they should do unto me".

What Are We Facing On The Retirement Front?

JOHN D. GANTZ

Who better could, or should, organize educational programs for the preparation for retirement of their own faculties and staffs than the colleges or universities?

During the years ahead when educational institution administrators are to be greatly concerned with increasing enrollments and all the additional demands for space, facilities, housing, staff and faculty, one may lose sight of the losses which will be incurred from the retirement of members of the staffs and faculties. Industrial personnel administrators are increasingly aware of the problems connected with retirement, and college and university personnel administrators should be also. Without discussing pension plans, Social Security, or the retirement income from systems of financial preparation, it is believed that current topics in other phases in this field of retirement might be interesting to consider.

Mr. Gantz is Director of Clerical-Service Personnel, Purdue University. It was his good fortune to be a member of the Second Annual Institute on Preparation for Retirement, held by Purdue University's Division of Adult Education in September, 1956. Forty representatives of business and industrial corporations spent a full week in conferences and round-table discussions of the many, many phases of retirement. "It was not possible to be a participant without reaping benefits, not only professionally, but personally, from experiences, opinions, facts, and philosophies expressed during the course of the Institute," writes Mr. Gantz.

"Retirement Age" is probably the most undecided question today. Is mandatory retirement at a given age necessary now? Should existing requirements be changed—either to a younger or to an older age? Why are not more flexible limits being considered? These and other questions about the age level problem in retirement are getting much attention. Aging and its social, economic, and health factors are providing subject-matter for millions of words by competent students, commissions, bureaus, and public service organizations. Physiological research has established that aging differs from one person to another. "Physiological Age" is becoming more frequently the criterion for deciding when a person should retire. Life expectancy tables, mortality rates, progress in health services, etc. include many facts which cannot be overlooked in deciding this matter of retirement age in the planning of a retirement program. The acceptance of a flexible age concept in this program will depend upon the willingness of the participants (employer and employee) to devote the necessary time, funds, and personnel to

administer this part of the program.

Retirement is becoming a community problem. It is no longer the concern of the individual and his family and his employer only. It will be the responsibility of various communities to organize, promote, and administer such programs as: home services and living arrangements; education (pre- and post-retirement planning and counseling); group activities; vocational opportunities; health services. This is not an idealistic prediction of things to come. This is a reality in many communities today. Such organizations vary from that in a one-industry town — the community organization sponsored largely by the only manufacturing company — to a country-wide organization with representatives from businesses, industries, churches, agricultural groups, service clubs, and retirees. The following quotation comes from a committee discussing community relations with retirement at the Institute on Preparation for Retirement held at Purdue University in September, 1956: "Time can be a friend or an enemy to older people. The difference depends upon the people and the town."

At the 1956 annual conference of the American Society of Training Directors, what was the topic for a demonstration of a brainstorming session? It was, "What Should a Retirement Program Include?" Nearly 150 different ideas came forth from the 10 participants in this demonstration in less than half an hour. Businesses and industrial organizations are getting into pre-retirement educational programs. Training directors and personnel administrators are being charged with the responsibility of providing opportunity for the employees to have assistance, counsel, published information, etc. in planning for retirement. All the usual "gimmicks" — training aids, role-playing, conference method — are used here also. A few large corporations have gone so far as to provide a special consultant for those who want assistance from other than the employer. There are many, many publications finding their way to the racks and bulletin boards which, if read, will give each individual plenty to think about in planning for his retirement.

One of the important factors in a satisfactory retirement is good health. The old concept that retirement contributes to poorer health has been exploded. The results of the Cornell University Study indicate that retirement is not so evil in this respect as previously thought. The condition of health afterwards remains just about the same as before retirement. Only 3% of those retirees in this study felt that health was made worse by their retirement. The continuance of retirees as participants in group hospitalization and surgical insurance plan is an important demand in the opinion of many when considering this aspect of health. Of some thirty employers surveyed at the aforementioned Institute on Preparation for Retirement, one-half have a pre-paid or paid-up life insurance carried on retired members of the group; but, only five continued the retirees in the hospitalization and surgical plan. The premium costs were paid by the company in four of the latter group of five. If there is ever a time when the need for protection against the cost of illness, hospital-

ization, and surgery is at its greatest, that time is after retirement, when personal income is usually decreased.

Another indication of a movement on the retirement front is the fact that labor organizations are now bargaining on retirement plans. The UAW, CIO has called in consultants and specialists to make preparations for industry-wide demands for certain retirement provisions. *Business Week,* issue of August 25, 1956, reports that union negotiated plans are included in 45% of the contacts compared to 22% in 1955. In California the Teamsters' Union anticipates covering 20,000 people under multi-employer pension plans.

Employment of the older worker is a subject which has provoked thought and action in many areas. Government agencies, community organizations, business and industry are attacking the problem also. There is a two-fold advantage in planning for continued employment of the older people: Skills, knowledge, and experience will not be lost to the productivity of our nation; and the emotional, useful status as far as the individual is concerned may be maintained. In this area, again, community projects are being planned. The Junior Achievement programs have gained popularity — so shall our Senior Achievement groups. There are some private businesses which employ only people *over* a given older age. Partial, or part-time employment, is another useful tool. This can have advantages not only for employers and retirees, but also in the preparation for retirement and for gradual transition into a fully retired state.

There are other topics which must come under consideration, such as: housing and living, public welfare, economic status, family relations, etc. The financial systems planned by the employer and the individual, with Social Security, in the preparation for retirement can command constant attention. The bibliography for this broad subject is now long. Libraries, insurance companies, governmental agencies, consultant firms, and research groups can provide publications for hours and hours of reading.

A very basic concept of this retirement problem seems to be borne out in most discussions, writings, and programs. The responsibility for planning and conducting the successful retirement lies with the individual. Today the governments and employers are taking the responsibility of providing certain means, methods, assistance, guidance, and financial plans; but each and every person must accept the fact that only he can put to use his time and energy when he is retired. He must have a "stake" in not only the financial preparations started years before retirement is effective, but also in the many other factors which have been briefly mentioned in this article.

College and university personnel administrators will be accepting the challenges coming from these movements along the retirement front. Existing programs must be examined in the light of our aging population. Educational organizations may find particular advantages in the use of partial employment both before and after retirement as an aid in filling teaching and staff positions. Participation by colleges in community endeavors in the retirement field could afford leadership and technical and professional advice.

A Technique for Employee Communication

BERNARD MINTZ

The "grapevine" tends to wither somewhat in a climate of open discussion and wide circulation of information.

For many years we have been concerned with the problem of maintaining effective communications with our 250 administrative staff employees. The size of our busy staff, combined with our geographic decentralization, makes general staff meetings so time-consuming as to tab them impractical. Our people are assigned at two major centers of instruction. One, our Uptown Center in upper Manhattan, extends over twenty acres and houses our College of Liberal Arts and Science, School of Technology, and School of Education in some twenty-seven buildings. The other, our Downtown Center in lower Manhattan, is a seventeen-story building housing our Bernard M. Baruch School of Business and Public Administration.

The problem was not one of communication from the top down, but rather that ever-important phase of employee relations — communication from the bottom up. Our people wanted the opportunity to express their views on many phases of personnel management, particularly proposed changes in personnel policies affecting them. They wanted to get their chance to go to bat prior to the time that these changes became regulation. We wanted them to have this opportunity. We wanted the benefits of their thinking.

Thus, in February of 1955, we created internal consultative machinery which consisted of two committees — the Administrative Staff Relations Committee (ASRC or lower committee) and the Administrative Staff Personnel Committee (ASPC or upper committee). The former is comprised of two elected staff members from our Downtown Center and two from our Uptown Center. At each center one member is elected by the staff as a whole, the other by the membership of the Administrative Staff Association. This committee is chaired by the Personnel Officer of the College. The latter committee is appointed by the President of the College and consists of our Dean of Administration (Chairman), who represents the President, our Business Manager who is charged with the responsibility for administrative staff personnel management and is the person to whom the Personnel Officer reports, and two members of the faculty, one from our Downtown Center and one from

---

Mr. Mintz has been Assistant Business Manager and Personnel Officer of The City College of New York since 1953, and Lecturer in Management in the Business Administration Department of the Evening and Extension Division of the Bernard M. Baruch School of Business and Public Administration of the City College since 1944.

our Uptown Center. The faculty members were selected by the President from a panel of names submitted by the Administrative Staff Relations Committee. The Personnel Officer sits with the Administrative Staff Personnel Committee mainly as a non-voting resource person. Both Committees meet once a month.

The relationship established between the two committees is somewhat analogous to a structure maintained in our faculty organization. The lower level committee (ASRC) considers and makes recommendations to the upper level committee (ASPC) on matters such as promotions, salary schedule changes, or any other matter concerning staff working conditions. The upper committee considers these recommendations, but in no way is bound or limited to them. The upper committee bears the responsibility for making final recommendations to the President.

Minutes of discussion background data and recommendations made by the lower committee are circulated to all members of the administrative staff with copies going to all department chairmen and office heads. Since subsequent actions taken on these recommendations by the upper committee are reported to the lower committee by the Personnel Officer under the heading of "Reports to the Committee", these, too, become part of the circulated minutes. Thus, the staff has been participating in policy recommendations, and final actions have been communicated to them.

Thumbing through back copies of our minutes and selecting categories of areas of personnel policy in which the staff has participated, results in the following partial list:

1. Promotions to higher level jobs (we have three levels which are attained through competitive municipal civil service examination).

2. Rates of pay for "special time" work (extra work at registration and for evening and other special sessions).

3. Regulations concerning special situations due to weather or transit difficulties.

4. Coffee breaks or rest periods.
5. Salary schedule changes.
6. Employee service ratings.
7. Policies in the handling of employee tardiness.

All of these policy areas are further complicated by the legal aspects of our municipal civil service system of which we are a part and the need to solve our problems and maintain parallelism with policies followed by our three sister colleges, Hunter College, Brooklyn College, and Queens College, all of us under the aegis of the New York City Board of Higher Education.

We have found this technique to be a useful one. Lower committee recommendations have met the fate of all recommendations — some accepted, some rejected, some modified. Our administrative officers and our staff employees have grown to know each other better and have develeped a mutual respect for each other's thinking. The "grapevine" tends to wither somewhat in this climate of open discussion and wide circulation of information.

The College Bookstore Manager and Staff

GEORGE HAMILTON, JR.

What are you doing about the recruitment, selection, and training of your college bookstore manager and personnel? Experience shows that this is the one department which is completely forgotten when it comes to a personnel program.

The college store today is one of the main sources of additional income which can be built up to bring in more profit every year without increasing prices beyond the normal outside market levels. However, this can only be accomplished by an experienced and trained manager and staff.

Experience has shown that the selection of persons with backgrounds of department store merchandising or trade bookstore merchandising has often led to decreased efficiency in the management or operation of the college store. It has been found, however, that persons having some training or experience in the retail stationery field both from the sales and purchasing standpoint, usually have a good basic background for training as managers.

One important point is that the individual selected must have ability to work without direct supervision and have creative talent.

A good understanding of the politics, customs, traditions and idiosyncracies of college life and of academic staffs is a prerequisite. Tactfulness, a firmness of policy, and ability to make quick and accurate decisions are also "musts".

What background of merchandising, public relations, promotion, accounting, management, personnel selection, training and purchasing should the applicant have?

Merchandising means more than just the ability to place the merchandise on the counter for sale or to order just the texts the departments require. It means ability to: 1. forsee the demand for the item; 2. recommend or suggest to the faculty additional aids which can be placed on sale; 3. determine if a text or supply item will not sell even if "required", and to tactfully point this out to the responsible faculty member; 4. be able to accomplish real "public relations" through gaining the confidence of both faculty, staff, and student body and the manager, in himself, his staff, and everything that is sold in the store; 5. know how to set up an information center on all books, and supplies that are manufactured anywhere in the world and to provide a merchandising service for such items; 6. watch inventory, and through creative sales

Mr. Hamilton is a bookstore manager in Newark, New Jersey, serving the students and faculty of the Newark College of Engineering.

promotion, "unload" items which have not moved on the inventory for the past three-month period; 7. promote "seasonal" merchandise through advertising and display; 8. know every fraternal organization, and through helping them "promote", aid your own promotions.

Accounting. In this area it is essential to:

1. Have a good background of practical accounting procedure, so that proper accounting records can be maintained, such as purchase journal, accounts receivable and payable, and check voucher registers.

2. Be able to make up and submit balance sheets, estimated budgets, and analysis of costs and income.

Personnel selection. He must be able to:

1. Select personnel for clerks.
2. Inspire them with confidence.
3. Train them and encourage them to further their own education on their own time.
4. Act as a counselor and guide to them.

Training. He must have:

1. Experience in knowing where to purchase, from whom to purchase and market prices.

2. Knowledge of who is a legitimate supplier and who is merely a "jobber" for the opportune moment.

3. Knowledge of where to obtain information as to purchasing if the knowledge is not available within his own files.

4. Formal college training, because experience has shown that many of the most successful managers never attended college until after they became college store managers.

5. Potential of becoming a purchasing agent, assistant comptroller, public relations director, or allied staff position. (Experience again has shown that good college store managers have these potentials and have become college presidents.)

6. A training program established for him which would include attendance at the following: (This should be supplemented by evening courses in management at his own college.

1. National Association of College Stores Workshop (two years, one week each summer)

2. National Association of Educational Buyers

3. Purchasing Institute (one week - one year), University of Kentucky or University of Omaha

4. College and University Management Courses (three years, one week each summer)

5. National Association of Purchasing Agents (evening courses, one or two years)

The manager should be encouraged to attend any school or course which will prepare him for future promotions and should be aided by the school in meeting tuition and expenses.

When selected he should receive an income based on 10% of the gross business of the college store, but not less than $5,000 per year. He should be compensated for all overtime and should receive an expense account which would permit attendance at the courses recommended above and at such national conventions as the above associations would hold. These recommendations are based on a nation-wide survey.

It is suggested that the bookstore manager attend all faculty and student body meetings and address the first meeting of each semester. This is particularly true of the freshman orientation

meetings.

Experience has proven that he should be responsible to the comptroller and in his absence report directly to the president.

Important as the selection and training of the bookstore manager is, there is one other factor which must be considered. Has the bookstore manager sufficient space in which to work and a large enough staff?

National survey recommendations show that space should be based on two square feet per student enrolled and that personnel should be based on one clerk to every thousand students, with the addition of a secretary to handle the routine administrative matters and records for the manager.

If you are having any problems with your bookstore, it is perhaps due to lack of training or experience on the part of your personnel.

Hospital Personnel Turnover

LEWIS B. PERRY, JR.

This report is offered to readers of CUPA JOURNAL, because many of them work in institutions which operate hospitals, and they are confronted with the same personnel experiences — one of the most elusive being T for Turnover.

The University of California Personnel Office, under the direction of Mr. Boynton S. Kaiser, Chief Personnel Officer, has completed one year, 1955-1956, of collecting comparative hospital personnel turnover rates, both from within the University and from five private hospitals in the City of San Francisco. The San Francisco Campus Personnel Office started work collecting and analyzing turnover rates in 1950, at the suggestion of the late Mr. William B. Hall, Hospital Administrator. Mt. Zion and Stanford University Hospitals joined in a cooperative exchange of rates in 1953. Children's, St. Francis Memorial, and St. Luke's Hospitals joined on July 1, 1955. The completion of the new Los Angeles Medical Center of the University of California added another U.C. hospital to the study in 1955. Thus it is now possible to make analytical comparisons between two U.C. hospitals with identical salary and personnel policies, and among six general, short-term hospitals located in the same San Francisco labor market.

Detailed explanations of rates in California are not given here, because, obviously, the labor market conditions, personnel policies, and other variables that affect turnover are different in other parts of the country. However, these California turnover rates may provide a useful point of reference to college and university hospitals.

The turnover rates reported are separation rates, computed according to the formula:

$$\text{Turnover Rate (per 100 Employees)} = \frac{\text{Separations}}{\text{Average Working Force}} \times 100$$

This is the standard USBLS formula, and we have tried, as closely as possible, to adhere to the USBLS definitions of average working force and separations. Both full-time and part-time employees are counted as whole employees for this purpose. Relief and temporary employees are counted. Academic appointees, interns, and residents are not counted. Leaves without pay lasting more than 15 working days are counted as separations.

The data have been collected at the end of each month, and the monthly rates computed and distributed to the participating hospitals. Semi-annual summary reports have also been prepared,

Mr. Perry is Personnel Officer, University of California Medical Center, San Francisco.

which have shown interesting seasonal variations. In this report the annual rates for the whole year are shown, in which seasonal and random variations are smoothed out. Several identical occupational areas are shown, in addition to the grand total, which covers all industrial, trades, clerical, administrative, professional, and technical employees.

Personnel Turnover in Seven California Hospitals, 1955-1956

	Separations per 100 Employees per Year						
Occupational Area	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Nursing Service — Professional Nurses	55.2	63.5	70.3	58.3	63.8	69.3	46.6
Nursing Service — All	46.4	63.2	61.1	54.8	47.4	49.9	60.3
Food Service	66.2	123.8	44.1	102.1	41.1	50.3	85.9
Houseekeeping	70.1	32.8	42.6	59.7	34.0	54.1	66.8
Laundry	30.9	21.1	—	162.5	93.2	35.6	38.5
Grand Total	50.3	58.3	50.2	68.7	49.4	48.1	58.3

Hospitals 1-5 are five San Francisco private hospitals, not specifically identified here. Hospital 6 is the U. C. Hospital, San Francisco. Hospital 7 is the U. C. Hospital, Los Angeles.

Several general observations and conclusions can be made on the basis of the accompanying table:

1. The larger the average working force, the more seasonal and random variations are smoothed out. Despite large differences in turnover in various segments of the working forces, the grand total rates for all hospitals tend to cluster in the range of 48-58% per year. Only one institution stands out as a significant exception, on the high side.

2. The U. C. Hospital, Los Angeles, opened and expanded to full working force in the period of July - October, 1955. The U. C. Hospital, San Francisco, increased by about two-thirds in working force in approximately the same period. Despite accelerated hiring procedures, turnover was not significantly increased, in comparison with the five private hospitals with steady work forces.

3. Two food service and two laundry departments stand out like sore thumbs, in comparison with the sister institutions. The specific reasons for these high rates are not known to the author.

4. Professional nurses seem to be a consistently high turnover group, at least in San Francisco. The comparison between the two U. C. institutions is quite striking. Our San Francisco Nursing Service is continually working on the problem and has just completed another study by exit interviews, which points the way to some possible organizational and staffing changes.

However, the leading reasons for resignation reported are the familiar "personal problems", such as homesickness, marriage, pregnancy, home responsibilities, transfer of husband, etc.

NEWS, NOTES & QUOTES

(Continued from Page ii)

Mr. Myers, Mr. Hartley, and Dean W. A. Evans, Berea College.

The University of Illinois is studying the possibility of installing an Employees' Suggestion Award System and would like to hear from members of CUPA who have a similar program on their campus. Specifically, we are interested in the range and size of awards, although general comments on experience at other institutions will be appreciated. — David T. Wiant, Personnel Officer, 809 S. Wright, Champaign.

Results of Survey

In January, 1957, members of CUPA participated in a survey of faculty services rendered to nonacademic personnel dapartments. The survey was conducted by Mr. John Shingleton, Assistant Director of Personnel, Michigan State University, Vice President for Research, of the Association.

Mr. Shingleton reports:

Introduction

There has been considerable discussion in recent years concerning the relationship existing between the teaching faculty and the nonacademic staff members in the operation of their personnel programs in institutions of higher learning. Where does the personnel program in a university begin, and where does it end? That's a question that seemingly has as many answers as there are colleges and universities.

In an effort to shed some light on this subject, a survey was conducted to find out in a general way what pattern was being followed. Considered in the survey was the extent to which various phases of the academic personnel program was being administered by the nonacademic (used for lack of a better word) personnel section. Also considered was the extent to which faculty aid the nonacademic programs.

Questionnaire

206 questionnaires were sent to member institutions of the College and University Personnel Association. Of these, 115 were returned. Many of the schools of the Association have no formalized, centralized, personnel program. In fact, only 57 of the reporting 115 institutions have centralized personnel programs. This must be taken into consideration when interpreting the results. However, most of the schools replying to the survey had a personnel program, either as an entity in itself, or as a definite part of the business office. As in any survey of the condensed type, we can paint only the general picture from the results of the survey. General as they may be, however, the results are quite illuminating.

Services Handled By Personnel Department For Faculty

As can be noted in the following figures, certain services lend themselves to "centralization" despite the clean line of distinction between the "academic" and the "nonacademic." Answers to the following question gave a firm indication that an increasing number of faculty personnel services are being handled through a centralized personnel operation. We asked the question, "What services are handled through your personnel office for faculty personnel?" Of the 115 institutions reporting the results were as follows:

No. of Universities	Service
63	Hospitalization
62	Workman's Compensation
56	Retirement
48	Insurance (life)
41	Faculty Records
23	Safety (lab., mach., etc.)
20	Wage Administration
7	Recruitment
1	Payroll (faculty)
1	Counseling
1	Housing
10	None
18	No Answer

Faculty As Consultants

Most of the help given by faculty was from a committee standpoint according to the survey. Individual faculty members gave assistance to the nonacademic personnel program on a "consultant" basis in about one-fourth of the cases. The type of assistance and frequency are as follows:

No. of Universities	Type of Assistance
11	Testing
11	Training
8	Counseling
6	Retirement
5	Insurance
5	Job Evaluation
5	Research
4	Wage Administration
3	Safety
3	Supervisory Committee
3	Grievance
2	Workman's Compensation
2	Legal
1	Selection
1	Methods Analysis
1	Placement

Specialists in the testing, training and counseling fields seem to be able to offer the greatest assistance to the nonacademic personnel program — at least those are the areas with the greatest frequency. Elaborate programs in these fields are costly and prohibitive for the average personnel department. Utilization of academic staff and facilities for this kind of work seem highly desirable and from a financial standpoint apparently are less costly.

Faculty Participation On Personnel Committees

Faculty members participate on nonacademic personnel committes in 35 of the schools reporting.

No. of Universities	Area that Faculty Assisted
18	Insurance (life)
17	Retirement
14	Job Evaluation
9	Wage Administration
9	Safety
9	Supervisory Committee
5	Testing
4	Workman's Compensation
4	Grievance
4	Training
2	Research
2	Legal
1	Counseling
1	Placement

Committte representatives primarily were deans, vice-presidents, business managers (with academic rank), and staff members who were specialists in a given field.

Remuneration

Of the faculty members that do perform professional services for the personnel departments, only four institutions have a volume of work sufficiently high to justify reducing the teaching loads of the faculty members performing the extra work. Five universities pay their staff members additional annual amounts for this work but, generally, these services are considered part of the faculty member's job.

Teaching Done By Personnel Officer

At only eight universities does the personnel officer teach academic courses for credit. Some of these courses are at a graduate level. Practically all of the courses were in personnel administration, obviously. In practically all instances, though, the personnel officer's activities are confined to administrative duties and the academic duties are negligible.

Nonacademic Personnel Officer's Participation on Committees Pertaining To Faculty

Of 98 schools answering this particular question, 31 indicated that the nonacademic personnel director is called upon to participate on many committees pertaining to faculty personnel. This included committees on tenure, insurance and annuity, wage administration, certain fiscal matters, technical and administrative personnel policy, parking, safety and recreation.